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ABSTRACT

Intended for parents of handicapped children in Kentucky, the two booklets consider the relationship between parent and specialists and recordkeeping. The first booklet provides information on selecting a specialist, what various specialists do, what to expect in talking with specialists in education and related services, and understanding specialist reports. The bulk of the second booklet is made up of recommended record forms to help parents keep relevant information on the child's family, birth, development, and medical/educational history. Also noted are parental rights regarding school records. (DB)

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THE SPECIALISTS WHO HELP YOUR CHILD

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KENTUCKY DEPARTMENT OF EDUCATION

BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN

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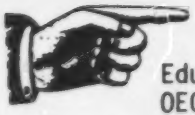

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Bureau of Education for Exceptional Children
Department of Education
Frankfort, Kentucky

September, 1980

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You and your child...

Your newborn daughter seems perfect to you. You take her home from the hospital and she appears to be growing normally. Later you notice that she doesn't turn her head in the direction of your voice. She isn't startled by sudden, loud noises. You're worried that she might have a hearing problem.

Your son is in first grade. The teacher tells you that your son seems to be having trouble learning to read. Sometimes he misbehaves in class.

As in these two cases, there are signs that may mean that your child might be handicapped, that your child may need the help of trained professionals.

- How do you, as parents, find out who can help you and your child?
- How to you know what different specialists are trained to do?
- How can you be sure your child receives the right kind of help?
- What will the specialist expect of you in working with your child?

These are questions you may need to answer. This booklet is designed to help you answer these questions.

Your role and responsibility...

You and your child may be sent to several specialists for help. It is very important that you work with these specialists. This way you and your child will get the most help out of the services they have to offer. This is sometimes difficult. You should ASK QUESTIONS. Be sure that you UNDERSTAND WHAT is happening and WHY. Your child will be helped most if you understand what is being done.

It is important and necessary that you take an active part in building good relationships with people who work with your child. This booklet is a guide for parents of handicapped children to help them work effectively with specialists. It provides information on:

(1) Selecting a specialist,

(2) Who can offer help to you and your child, and

(3) What to expect as you talk with specialists in education and related services.

Selecting a specialist...

If you have a child with special needs, you are likely to be dealing with specialists in education and related services.

You must first locate specialists within your community in order to work with them. Your local school superintendent, director of pupil personnel, or family doctor can help you do this by referring you to qualified specialists. Other resources that may locate or provide services include:

- County Medical Society
- State Psychology and Social Work Associations
- Associations and advocacy groups for parents of handicapped children
- Comprehensive Care Centers
- Hospital or university clinics
- Health and Social Services through Department for Human Resources Programs
- Private agencies

It is important for you to feel comfortable about the kind of service being offered to your child. You should feel free to ask questions and voice your concerns as you begin to get to know the specialists. It is all right for you to ask specialists about their training. You may ask how much experience they have had with children who have the same needs as your child. Qualified specialists will understand your interest and concern. They will answer your questions.

Seek out people who are:

- ready to listen
- ready to help you

For more information on locating specialists, the Department of Education has printed a booklet entitled: Community Resources for Your Handicapped Child. For a copy of this booklet, contact:

Bureau of Education for Exceptional Children
Capitol Plaza Tower
Frankfort, Kentucky 40601

The specialists...

Your contact with specialists may begin at your local school. The school principal and classroom teachers are valuable resources for you. Get to know the school principal and your child's teacher. You may call the school office and arrange for a meeting.

Your child's teacher may be a general education teacher or a special education teacher. Your child's teacher works closely with other professionals who provide education and related services for children in the school. Sometimes the teacher may put into practice the recommendations made by these other specialists who have worked with your child. At other times the teacher may work with another trained specialist.

Remember that your child's teacher is an important source of information. You can talk to the teacher any time you have questions or concerns about how your child is doing in school. Your suggestions will be helpful, too. The teacher will talk to you regularly about your child's progress. The teacher also may suggest ways you can help your child's learning skills at home.

There are many additional specialists in education and related services. The following information briefly describes the skills of specialists who may do the testing and evaluation of your child's needs. A variety of specialists may be available to test your child. Your school may use one or all of these people to help identify your child's needs. These people include:

- Educational Diagnosticians

  The educational diagnostician is a specialist in assessing a child's learning skills. This person is skilled in writing an educational plan to meet learning needs.

- School Psychologist

  The school psychologist is skilled in observing and measuring how a child learns. This person is skilled in observing how a child adjusts to being at school.

- Guidance Counselor

  The guidance counselor is a specialist in helping children and families solve personal problems and arranging activities in a school to meet those needs. This person may also test children, help plan schedules, arrange for special equipment and locate community services.

and more specialists:

The following specialists may work with your child as well. These specialists may be available through your local school or the other community agencies listed in the front of this booklet.

Speech Therapist

The speech therapist is a specialist in identifying speech and language problems. This person is skilled in correcting these problems.

Audiologist

The audiologist is concerned with identifying children with hearing problems. This specialist measures the amount of hearing loss and recommends ways to correct the problem.

Occupational Therapist

The occupational therapist is skilled in helping a handicapped child develop skills for daily living activities, such as feeding or dressing.

Physical Therapist

The physical therapist is concerned with developing muscle strength and normal movement abilities. This specialist's activities must be prescribed by a medical doctor.

Recreation Therapist

The recreation therapist is a specialist in designing special exercise and play activities for handicapped children.

Social Workers

The social worker is concerned with the personal problems of children and their families. This person specializes in providing guidance and support for families who have special needs.

School Nurse

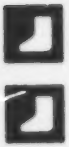
The school nurse specializes in identifying health problems in children. This person is skilled in planning health education activities.

There are many other specialists in the medical field that may help you. Your family doctor or your local health department are important sources of information for you. They will help you with your child's health problems. They will help you locate specially trained medical specialists if needed. These specialists may be used to describe and treat your child's health related problems. Six have been included in this booklet.

Young Children Specialist: Pediatrician

The pediatrician is a medical doctor who specializes in caring for children. This specialist will keep detailed records of a child's health and growth. If a handicapping condition is identified or suspected, the pediatrician may refer a child to other specialists.

Bone and Muscle Specialist: Orthopedist



The orthopedic specialist is trained to deal with problems in the bones and muscles of the body. This specialist will describe the cause of a physical handicap and recommend treatment.

Nervous System Specialist: Neurologist

The neurologist specializes in describing and treating problems of the central nervous system. The central nervous system is made up of the brain, the spinal cord, and nerves. All of these parts work together as the control center of the body.

Child Behavior Specialist: Child Psychiatrist

The child psychiatrist is trained to deal with a child's feelings and behavior problems. This specialist is skilled in observing a child and helping solve the child's problem.

Eye Specialists:

Ophthalmologist. The ophthalmologist specializes in identifying eye diseases, injuries and other disorders. Since the ophthalmologist is a medical doctor, he or she may treat a problem with medicine or surgery. This specialist also may prescribe glasses to correct a problem.

Optometrist. The optometrist specializes in eye problems as does the ophthalmologist. However, the optometrist is not a medical doctor. This specialist may prescribe exercises for the eyes or glasses. The optometrist cannot prescribe medication.

Specialist reports...

As you work with specialists, you will receive reports of their work with your child. A complete report may be difficult to understand. It is important to know ahead of time what to expect.

Specialist reports in the field of education and related services are usually organized in the same way. There are usually six parts in these reports. Each part will contain information you will need to understand. These six kinds of information are:

1. a statement of the problem
2. background information
3. types of tests used
4. a discussion of your child's appearance and behavior during examination
5. a discussion of the results of the examination
6. a set of recommendations

more about reports:

* 1. Statement of Problem: Most reports begin with a description of the reasons why your child is being examined. Sometimes, these reasons are placed under the heading "Reason for Referral." In this first section, the specialist will summarize the most important problems that have been noticed by people who deal with your child. The "Statement of the Problem" section is very important because it describes the kinds of information the specialist wants to obtain through the examination.

* 2. Background Information: In many specialist reports, there is a section of important information about your child's history. Information concerning your child's birth, language development, and any other background information. You, as parents, can be helpful to specialists by supplying them with the background information they will need to understand your child's handicapping condition.

* 3. Types of Tests Used: When specific tests are used during an examination, they may be listed by name in this section of the report. Knowing which tests were used may help you, as well as the specialists, to decide if your child's evaluation results give a true picture of your child.

* 4. Appearance and Test Behavior of Your Child: This section describes what your child looks like and how your child acted during the examination. The description of your child's appearance includes height, weight, race, hair color, and how the child seemed to be feeling during the examination. Was your child nervous or relaxed, sad or happy? Was it impossible to tell exactly how your child was feeling?

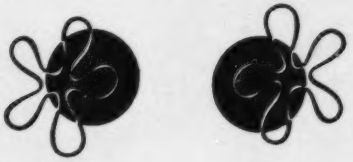
The way your child behaved during the examination is of special importance to most specialists because it helps give them a picture of how your child acts at home and at school. It is important for the specialist to notice whether or not your child was cooperative and how well your child related to the examiner and handled somewhat difficult tasks.

* 5. Discussion of the Results: The most important section of the report is discussion of the results of your child's evaluation. The specialist discusses reasons for deciding what your child's handicapping condition is. If specific tests were used to make the evaluation, your child's test performance will be discussed. Some specialists include actual test scores in their reports.

The most important thing for you to keep in mind is that the "Results" section is likely to be written in technical language. You will probably need the help of the specialist who wrote it to fully understand this section.

* 6. Recommendations: The final section in the report includes a set of recommendations, or prescriptions for helping your handicapped child. The word "prescription" is often used because it emphasizes that there is a suggested plan of action to follow that will provide the help your child needs.

The recommendations in the report may be listed under a separate heading, or they may simply make up the last few sentences of the report. You have every right to expect that a workable set of recommendations will be offered to you.



In summary...

It is particularly important that you understand the recommendations that specialists make. Ask the specialist any questions you might have about them. You will be able to follow the plan of action that will be most helpful to your child only if you understand what is being recommended. Remember that the recommendations of the various specialists are things for you and others to consider. You may not agree with the recommendations. All of the recommendations and information need to be discussed and carefully considered.

...be ready

It's team work!

When specialists give reports that have to do with the education of your child, you and school personnel will work together as a committee in reviewing these reports. This committee is known as the Admissions and Release Committee. This committee will take steps to decide what services your child needs based on recommendations. It is important to remember that recommendations are things to consider. The committee, with you as a member, will review all of the information to get a total picture of your child. After talking about your child's skills and needs, the committee may go along with all recommendations or decide in favor of only some. In this way, the recommendations will be used as a guide in making decisions about the services your child needs. If you would like more information about how this committee works, you may want to get a copy of the booklet, A Parent's Guide to Your Child's Education (see page 19, "Materials for Parents).

Specialists can be very helpful to parents. Specialists can make recommendations that will help you and the school decide what is best for your child.

* * * * * * * *

MATERIALS FOR PARENTS

The Bureau of Education for Exceptional Children, Kentucky Department of Education has developed several types of materials to help parents of handicapped children. The purpose of these materials is to help parents understand their rights under state and federal law and to help them use services available to handicapped children and their parents.

This booklet is part of a series of five parent booklets. The five booklets are:

A Parent's Guide to Your Child's Education.

A Parent's Guide to Your Child's Records

A Parent's Guide to the Specialists Who Help Your Child.

A Parent's Guide to Developing Community Support for the Education of Handicapped Children

A Parent's Guide to Community Resources for Your Handicapped Child

Many other materials are also available. These include:

Materials for use in parent training--These contain the materials needed for presenting two or more sessions on different topics of interest to parents of handicapped children. The materials include a list of activities, suggested agendas and time frames for use of the materials, sample scripts outlining the content and directions for activities, masters for transparencies and handouts, and bibliographic information for supplementary materials, references and resources.

A Parents Guide to Public Education for the Handicapped--This brochure (16p.) briefly outlines the major provisions of Public Law 94-142.

Print and audio-visual materials--Information is available on the commercial publishers who have materials for use with parents and how to obtain these materials.

State and federal laws and regulations--Copies of the laws and regulations that affect the education of handicapped children are available.

For more information about these materials, contact:

Bureau of Education for Exceptional Children
Capital Plaza Tower
8th Floor
Frankfort, Kentucky 40601

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YOUR CHILD'S RECORDS

EC 140 305

KENTUCKY DEPARTMENT OF EDUCATION
BUREAU OF EDUCATION FOR EXCEPTIONAL CHILDREN

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You and your child...

You should be aware of your child's needs so that you can be sure they are being met. Keeping careful records of your child's development, treatment and education will help you do this. You will contact various professionals over a period of time. You will need to provide them with information about your child's history, so that they can do their best to help.

Your child's school keeps records also. You need to know how to get this information. Then you need to keep records of what happens as you get help for your child.

This booklet is designed to help you keep a set of records on your child. You will find samples of forms for you to write down what has happened to your child and family. Use this information when you work with the professionals who can help your child.

Remember, these forms are for your use only. You decide when and if you share this information.

This booklet also contains some suggestions on how to keep records once you begin working with professionals. This part of the booklet includes information about your child's school records and your rights to see them.

Gathering background information...

The forms in this part of the booklet include many questions about your child's and family's background. Some questions may seem very personal to you. Remember that all of these questions are likely to be asked by someone working with you and your child. You need to keep records of important information and events in your child's life.

In order to help you gather this background information, this booklet includes forms covering five areas:

Family
Birth
Development
Medical
Education

You may have this written down already. If you do not, have it ready in your mind before you make your visit. The important thing is to have all of this kind of information together. Take time to do this now and save time later.

!!

Family Information

Full name of child: _____ Date of Birth: _____

Address: _____ Home Phone: _____

_____

School: _____ Grade: _____

Address: _____

_____

Full name of mother: _____ Full name of father: _____

Date of Birth: _____ Date of Birth: _____

Mother's occupation: _____ Father's occupation _____

Business Phone: _____ Business Phone: _____

Your Child's Brother's Names	Birthdate	Grade in School	Living at Home (Yes or No)
Sister's Names			

List Other People Living in the Home: _____

_____

In case of an emergency, who should we get in touch with?

Name: _____ Relationship: ☐ friend ☐ relative

Phone: _____ ☐ neighbor ☐ family doctor

Address: _____

_____

Name: _____ Relationship: ☐ friend ☐ relative

Phone: _____ ☐ neighbor ☐ family doctor

Address: _____

_____

Which hospital is to be used for emergency?

Name: _____

Address: _____

_____

Health and Accident Insurance Information

Company: _____

Policy #: _____

Date Issued: _____

Name of person(s) covered:

_____

_____

_____

_____

_____

Type of Coverage:

☐ Accident ☐ Dental

☐ Ambulance ☐ Hospital

Company: _____

Policy #: _____

Date Issued: _____

Name of person(s) covered:

_____

_____

_____

_____

_____

Type of Coverage:

☐ Accident ☐ Dental

☐ Ambulance ☐ Hospital

➧ Additional questions to think about.

How does the child get along with:

Mother _____ Brothers _____

_____ _____

_____ _____

Father _____ Sisters _____

_____ _____

What are your child's duties or chores?

Who disciplines the child at home?

What do you do when your child does something very well?

What do you do when your child misbehaves?

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Background Information

Mother's age at birth of child: ____ Check blood types:

	A+	B+	O
Mother			
Father			
Child			

Has PKU been diagnosed in the family? Check

	yes	no
Mother		
Father		
Child		

How many pregnancies since this child? _____ How many miscarriages? ____

How many pregancies before this child? ____

Has the Mother been diagnosed:

Rh negative blood type? ___ yes ___ no

Rh positive blood type? ___ yes ___ no

This Pregnancy

Was this child full term? Yes___ No___ Hospital Used:_____

If "no," how many weeks premature? _____

What medications did the mother receive?	How long?

How many deliveries at home?_____

Did the mother have any serious accidents during pregnancy?
Please explain:

_____

_____

During this pregnancy, did the mother experience any of the following:

	Yes	No	Describe
bleeding			
exposure to X-ray			
rashes			
high temperature			
diarrhea			
surgery			
excessive vomiting, e.g., in morning & after meals			
false labor			
illnesses			
exposure to contagious diseases			
ultrasound treatments			

Has your doctor found:

High blood pressure? _____

What type of medication did you receive? _____

Convulsions? _____

What type of medication did you receive? _____

Swelling or Fluid retention? _____

What type of medication did you receive? _____

What are the child's eating habits? For instance:

What is a typical menu for a day? _____

_____

_____

When and how often does the child eat? _____

_____

_____

What are the child's sleeping habits? For instance:

When and how long does your child sleep? _____

_____

_____

Does your child walk in his sleep or have bad dreams? _____

_____

_____

What age did your child:

1. Hold head up ___
2. Smile ___
3. Roll over ___
4. Sit up alone ___
5. Crawl ___
6. Stand alone ___
7. Walk alone ___
8. First tooth ___
9. First word ___
10. Put words together ___
11. Drink from glass or cup ___
12. Eat solid food with fingers ___
13. Use a spoon ___
14. Indicate need to use toilet ___
15. Toilet trained - bladder ___
    Toilet trained - bowel ___
16. Complete care of self at toilet ___
17. Dress himself/herself ___
18. Wash himself/herself ___

Additional questions to think about.

Is bedwetting a problem? Yes/No _____ Date of last bedwetting: _____

And how long has this been happening? _____

_____

List any habits (biting fingernails, etc.). _____

_____

Describe any accidents such as broken bones or unusual experiences, such as unusual fear of something: _____

_____

Additional comments on your child's development: _____

_____

_____

_____

RECORD OF MEDICATION

TYPE OF MEDICINE:_____

What For _____

How Often _____

How Much _____

Date Prescribed _____

Doctor _____

Reactions _____

TYPE OF MEDICINE: _____

What For _____

How Often _____

How Much _____

Date Prescribed _____

Doctor _____

Reactions _____

RECORD OF MEDICATION

TYPE OF MEDICINE:_____

What For _____

How Often _____

How Much _____

Date Prescribed _____

Doctor _____

Reactions _____

TYPE OF MEDICINE: _____

What For _____

How Often _____

How Much _____

Date Prescribed _____

Doctor _____

Reactions _____

What specific diagnosis (if any) has been made by doctors?

_____

_____

Has your child had the following immunizations?

	dates	reaction (note temperature, if any)
Mumps		
Smallpox		
Whooping Cough		
Diptheria		
Tetanus		
Polio		
Regular Measles		
Rubella Measles		47
Tuberculin Test		

Has the child had any contagious diseases? (Such as mumps, chicken pox, measles)

Name of disease	Date	Temperature	How Severe

Was the child ever in the hospital? Yes/No ____ Date: _____

Reason: _____ Any complications: _____

_____ _____

Has your child ever had:

	yes/no	Date
Head injuries		
X-Rays		
Allergies		

Has your child had the following conditions:

	yes/no	Date
Movement problems (for example walking, coordination)		
Headaches		
Tics or nervous habits		
Bedwetting		
Nausea and vomiting		
Fainting		
Physical weakness		
Seizures or spells		

Additional questions to think about.

Any current physical problems? _____

_____

What other physical treatment recommendations have been made to you by your physician? _____

_____

What unusual reactions to medication or medical treatment has your child had? _____

_____

Describe physical problems that would limit your child's play and learning activities. _____

_____

Educational History

Present School: _____ Address: _____

Teacher: _____ Principal: _____

Current class or grade level: _____

List all schools and dates attended from preschool to present:

Name of School	Grade or Class	Dates Attended	Related Services Provided

Exact age when child started kindergarten: _____ (years, months)

Exact age when child started first grade: _____ (years, months)

Has your child had any nursery school or Head Start experiences prior to first grade:

Yes	No	Age	Location

Has child ever repeated or skipped a grade?

Yes	No	Grade

Additional questions to think about.

Note teacher's comments regarding your child's strengths and weaknesses in:

Physical Education	_____	Writing	____
Arts & Crafts	_____	Spelling	____
Music	_____	Arithmetic	____
Reading	_____	Language	____

What does your child like best in school? _____

_____

What does your child like least in school? _____

_____

Keeping records up to date ...

Once you begin making contacts at your child's school and with other specialists, you will need to keep records of what happens. A list of the people you have visited with is one of the things you can keep records on. The sample form in this part of the booklet may be used. Record names, dates, addresses, telephone numbers as well as the results of a visit.

Other records you will want to keep copies of:

1) Evaluation reports and test results
2) Your child's Individualized Education Program (IEP)
3) Progress reports and Report Cards
4) Letters and forms from your local school
5) Letters and forms which you send to others

Keep all of these records together at home. You might use a notebook or file folder to keep all of your notes and records in one place. You may want to keep your notes in this booklet. If you need extra space feel free to copy any of the forms. Photocopying machines are often found at the post office, the public library, banks and print shops.

For more notes:

SPECIAL SERVICES INFORMATION

Type of Specialist seen or talked with:_____

Date of visit:_____

Name:_____

Address:_____

Phone:_____

Reason for visit:_____

Who referred you for this visit:_____

Date of next visit:_____

Results of the visit:_____

Type of Specialist seen or talked with:_____

Date of visit:_____

Name:_____

Address:_____

Phone:_____

Reason for visit:_____

Who referred you for this visit:_____

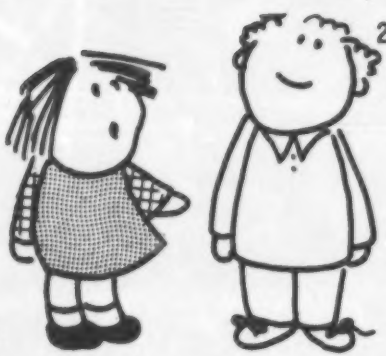
Date of next visit:_____

Results of the visit:_____

School Records

An important source of information for you is your child's school record. You have rights concerning these records. These rights are based on two federal laws. The first law is the Family Education Rights and Privacy Act of 1974. This law applies to the records of all school children including children who are handicapped and those who are not handicapped. The second law is the Education of All Handicapped Children Act of 1975. This law is also known as Public Law 94-142.

The school will notify you once a year about your right to see your child's record. They may do this in a number of ways. They might publish an announcement in the local paper. For example, schools in Kentucky are always trying to find handicapped children who are not in school. At certain times of the year, newspapers all over the state have notices about what to do to let your school know about handicapped children. The newspaper will explain who handicapped children are. It will also say that any information about a child will be kept private. It will describe the rights of parents and children concerning school records. Other ways schools may tell you are: sending you a letter or other information through the mail, sending information home with your child, and so on.



You have the right to ask for and get a list of the types of school records kept on your child. The school will give you information on where the records are kept, how you can see them and how you can get a copy of them. If you would like to see or get a copy of your child's record, you should make a request to the local school district. If you want a copy of the records, the school may charge a small fee for making the copies of the records as long as this fee does not keep you from seeing the records. The school will not charge you for getting the records out of the files. The school will answer your request to see the records in no more than 45 days. You can see your child's record at any time including before an Admissions and Release Committee meeting and before an Impartial Due Process Hearing. If there is some reason why you cannot get to the school to see the records, the school will send you a copy if you ask. They will do this if this is the only way that you will be able to see the records. It is important that you read your child's record and understand the information in it. To help you do this, the school has someone who can explain your child's records to you. You can also have someone else look at the records for you.

The school has many ways to make sure that your child's records are kept private. The school has someone who takes care of records and makes sure that all rules for records are met. All school employees who collect or use school records get training in the rules about school records. The school also keeps a list of those employees who can use the records.

The school makes sure that parents see only that information about their own child. They can assume that you have the legal right as a parent to see your child's record unless they have been told that you do not have this right because of some legal action such as a divorce decree which keeps you from doing this.

The school will get your written permission before your child's records are sent out of the school district or before your child's records are used for any reasons other than providing special education and related services. The school can give records to others without your permission if there are people and agencies that need your child's records to help provide an education to your child. An example of this is when you move to a new school district. The school can send your child's records to another local school district without your permission. If the school sends records to others without your permission, they will follow written rules about this. These rules will describe those people and agencies that they will send information to and why these people and agencies need the information to help with the education of your child. You can ask to see these rules.

More about school records...

The school will tell you when they don't need your child's school records any longer. The school will destroy the records if you ask them to do so. They can keep certain basic information about your child for as long as they think it is needed. This information is called directory information. Directory information includes things such as:

- Your Child's Name
- Address
- Telephone Number
- Date of Birth (Birthday)
- Place of Birth
- Major Field of Study
- Participation in Activities and Sports
- Weight and height as a member of an athletic team
- Dates of School Attendance
- Degrees and Awards Received
- Names of Schools Recently Attended

There may be a time when you think that something in your child's record is wrong or misleading. If this happens, you can ask the school to change the records. The school has 2 choices. They can change the records in a reasonable period of time or they can refuse to change the records. If the school refuses, they will tell you. They will also tell you that you have a right to a hearing on the records. The hearing is a local school district hearing and should not be confused with an Impartial Due Process Hearing. If you request a hearing on your child's record, the school will hold one. The hearing may be held by any school official who would not be affected by the results of the hearing. If the hearing is decided in your favor, the school will change the records. They will write you and tell you about this change. If the hearing official rules that the records are okay, the records will not have to be changed, but you can still add your own statement to the record explaining your feelings about the part that you think is wrong or misleading. Your statement will be kept as long as the part you disagree with is kept. If that part of the record is shown or sent to anyone, your statement will also be included.

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TEAM WORK!

You are an important member of a team working for your child. Keeping a complete record about your child will be very helpful to you and your child. This information will help you, your child and the specialists decide:

- what services are needed
- how to deliver services
- how to measure your child's progress.

MATERIALS FOR PARENTS

The Bureau of Education for Exceptional Children, Kentucky Department of Education has developed several types of materials to help parents of handicapped children. The purpose of these materials is to help parents understand their rights under state and federal law and to help them use services available to handicapped children and their parents.

This booklet is part of a series of five parent booklets. The five booklets are:

A Parent's Guide to Your Child's Education

A Parent's Guide to Your Child's Records

A Parents Guide to the Professionals Who Help Your Child

A Parent's Guide to Developing Community Support for the Education of Handicapped Children

A Parent's Guide to Community Resources for Your Handicapped Child

Many other materials are also available. These include:

Materials for use in parent training--These contain the materials needed for presenting two or more sessions on different topics to parents of handicapped children. The materials include a list of activities, suggested agendas and time frames for use of the materials, sample scripts outlining the content and directions for activities, masters for transparencies and handouts, and bibliographic information for supplementary materials, references and resources.

A Parents Guide to Public Education for the Handicapped--This brochure (16 pp.) briefly outlines the major provisions of Public Law 94-142.

Print and audio-visual materials--Information is available on the commercial publishers who have materials for use with parents and how to obtain these materials.

State and federal laws and regulations--Copies of the laws and regulations that affect the education of handicapped children are available.

For more information about these materials, contact:

Bureau of Education for Exceptional Children
Capital Plaza Tower
8th Floor
Frankfort, Kentucky 40601

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